**Lesson Plan Format**

**Teacher Candidate:** Brandy Jobe **Grade Level:** 3rd **Date of lesson:** TBD

**DODEA Content Standards:**

3SS1: Civics and Government: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

3E2a: Writing: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Learner Background:**

Students should be able to explain why communities have government and laws, and identify ways that people work together to promote civic ideals.

Students should be able to write clear sentences that develop a central idea.

**Student Learning Objective(s):**

Social Studies:

3SS1.b: Describe the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the need for consequences for people who violate rules and laws.

3SS1.c: Name and describe the three branches of government, and explain how citizens in the local community participate in each.

3SS1.d: Describe the role of citizens, including how to participate in a classroom, in the community, and in civic life.

Writing:

3E2a.2: Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

3E2a.7: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

3E2a.8: Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.

3E2a.9: Revise writing for others to read, improving the focus and progression of ideas.

**Assessment:**

Formative: Discuss Brain Pop video:

* Describe need for rules, laws, and U.S. Constitution
* Identify 3 branches of government.
* Explain how citizens participate in each.

Formative: Discuss how classroom is like a classroom

Describe role of citizens and how students participate in classroom, community, and civic life.

Formative: Community Circle and graphic organizer

Discuss ideas for writing and use organizational strategies for ideas.

Formative: Workshops

Review, evaluate, and revise writing assignment.

Proofread writing with the aid of a checklist or list of rules (rubric)

Summative: Final Draft of Classroom Constitution

Revise writing to improve focus and progression of ideas.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?